



# Northbourne CEP School



## Remote Learning for OAK Class 15<sup>th</sup> – 19<sup>th</sup> March

| Monday   | Tuesday  | Wednesday  | Thursday   | Friday   |
|--|--|--|--|--|
| Word of the Day:<br><b>habitat</b>   | Word of the Day:<br><b>routine</b>   | Word of the Day:<br><b>adjacent</b>  | Word of the Day:<br><b>retrieve</b>  | Word of the Day:<br><b>tentative</b>   |
| Maths  | Maths  | Maths  | Maths  | Maths  |
| <p>Year 5:<br/>WALT: Measure perimeter</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/week-11-measurement-perimeter-area/">https://whiterosemaths.com/homelearning/year-5/week-11-measurement-perimeter-area/</a><br/>(Measure perimeter)</p> <p>Now complete these worksheets:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO1-Measure-perimeter-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO1-Measure-perimeter-2019.pdf</a></p> <p>Answers:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-ANS1-Measure-perimeter-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-ANS1-Measure-perimeter-2019.pdf</a></p> | <p>Year 5:<br/>WALT: calculate perimeter on a grid</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/week-11-measurement-perimeter-area/">https://whiterosemaths.com/homelearning/year-5/week-11-measurement-perimeter-area/</a><br/>(Perimeter on a grid)</p> <p>Now complete these worksheets:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-WO2-Perimeter-on-a-grid-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-WO2-Perimeter-on-a-grid-2019.pdf</a></p> <p>Answers:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-ANS2-Perimeter-on-a-grid-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-ANS2-Perimeter-on-a-grid-2019.pdf</a></p> | <p>Year 5:<br/>WALT: Calculate the perimeter of rectangles</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/week-11-measurement-perimeter-area/">https://whiterosemaths.com/homelearning/year-5/week-11-measurement-perimeter-area/</a><br/>(Perimeter of rectangles)</p> <p>Now complete these worksheets:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-WO3-Perimeter-of-a-rectangle-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-WO3-Perimeter-of-a-rectangle-2019.pdf</a></p> <p>Answers:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-ANS3-Perimeter-of-a-rectangle-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-ANS3-Perimeter-of-a-rectangle-2019.pdf</a></p> | <p>Year 5:<br/>WALT: Calculate the perimeter of rectilinear shapes</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/week-11-measurement-perimeter-area/">https://whiterosemaths.com/homelearning/year-5/week-11-measurement-perimeter-area/</a><br/>(Perimeter of rectilinear shapes)</p> <p>Now complete these worksheets:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-WO4-Perimeter-of-rectilinear-shapes-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-WO4-Perimeter-of-rectilinear-shapes-2019.pdf</a></p> <p>Answers:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y4-Autumn-Block-3-ANS4-Perimeter-of-rectilinear-shapes-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y4-Autumn-Block-3-ANS4-Perimeter-of-rectilinear-shapes-2019.pdf</a></p> | <p>Year 5:<br/>WALT: Calculate perimeter</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/week-11-measurement-perimeter-area/">https://whiterosemaths.com/homelearning/year-5/week-11-measurement-perimeter-area/</a><br/>(Calculate perimeter)</p> <p>Now complete these worksheets:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO2-Calculate-perimeter-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO2-Calculate-perimeter-2019.pdf</a></p> <p>Answers:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y5-Autumn-Block-5-ANS2-Calculate-perimeter-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y5-Autumn-Block-5-ANS2-Calculate-perimeter-2019.pdf</a></p> |

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| <p><b>Year 6:</b><br/>WALT: Calculate area and perimeter</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/spring-week-8-measurement-perimeter-area-and-volume/">https://whiterosemaths.com/homelearning/year-6/spring-week-8-measurement-perimeter-area-and-volume/</a><br/>(Area and Perimeter)</p> <p>Now complete these worksheets:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO2-Area-and-perimeter-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO2-Area-and-perimeter-2019.pdf</a></p> <p>Answers:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS2-Area-and-perimeter-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS2-Area-and-perimeter-2019.pdf</a></p> | <p><b>Year 6:</b><br/>WALT: Compare shapes with the same area</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/spring-week-8-measurement-perimeter-area-and-volume/">https://whiterosemaths.com/homelearning/year-6/spring-week-8-measurement-perimeter-area-and-volume/</a><br/>(Shapes - Same area)</p> <p>Now complete these worksheets:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO1-Shapes-same-area-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO1-Shapes-same-area-2019.pdf</a></p> <p>Answers:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS1-Shapes-same-area-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS1-Shapes-same-area-2019.pdf</a></p> | <p><b>Year 6:</b><br/>WALT: Calculate the area of a triangle</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/spring-week-8-measurement-perimeter-area-and-volume/">https://whiterosemaths.com/homelearning/year-6/spring-week-8-measurement-perimeter-area-and-volume/</a><br/>(Area of a triangle 1)</p> <p>Now complete these worksheets:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO3-Area-of-a-triangle-1-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO3-Area-of-a-triangle-1-2019.pdf</a></p> <p>Answers:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS3-Area-of-a-triangle-1-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS3-Area-of-a-triangle-1-2019.pdf</a></p> | <p><b>Year 6:</b><br/>WALT: Calculate the area of a triangle</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/spring-week-8-measurement-perimeter-area-and-volume/">https://whiterosemaths.com/homelearning/year-6/spring-week-8-measurement-perimeter-area-and-volume/</a><br/>(Area of a triangle 2)</p> <p>Now complete these worksheets:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/02/Y6-Spring-Block-5-WO4-Area-of-a-triangle-2-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/02/Y6-Spring-Block-5-WO4-Area-of-a-triangle-2-2019.pdf</a></p> <p>Answers:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS4-Area-of-a-triangle-2-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS4-Area-of-a-triangle-2-2019.pdf</a></p> | <p><b>Year 6:</b><br/>WALT: Calculate the area of a triangle</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/spring-week-8-measurement-perimeter-area-and-volume/">https://whiterosemaths.com/homelearning/year-6/spring-week-8-measurement-perimeter-area-and-volume/</a><br/>(Area of a triangle 3)</p> <p>Now complete these worksheets:</p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO5-Area-of-a-triangle-3-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO5-Area-of-a-triangle-3-2019.pdf</a></p> <p>Answers:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS5-Area-of-a-triangle-3-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS5-Area-of-a-triangle-3-2019.pdf</a></p> |
| <p><b>Literacy and SPaG</b><br/>WALT: Write the first part of a biography</p> <p><a href="https://classroom.thenationalacademy/lessons/to-write-a-biography-part-1-cmwkgr">https://classroom.thenationalacademy/lessons/to-write-a-biography-part-1-cmwkgr</a></p> <p>Following your planning on Wednesday, follow the online lessons and start to write your biography of Harriet Tubman.</p>  | <p><b>Literacy and SPaG</b><br/>WALT: Write the second part of a biography</p> <p><a href="https://classroom.thenationalacademy/lessons/to-write-a-biography-part-2-6njpad">https://classroom.thenationalacademy/lessons/to-write-a-biography-part-2-6njpad</a></p> <p>Continuing from yesterday, following the online lesson and finish writing the remaining part of your biography.</p>   | <p><b>French</b><br/>WALT: Discuss the weather</p> <p><a href="https://www.languageangels.com/homeschool/">https://www.languageangels.com/homeschool/</a></p> <p>Please log in to Language Angels (if you can't find your user name, the whole school one is <b>Northb4168</b> and password is <b>lahome</b>). Then go to yellow Intermediate Level, Unit 10. You are going to complete Lesson 2. Start the lesson - go through the slides on the left - can you</p>  | <p><b>Literacy and SPaG</b><br/>WALT: Edit a biography</p> <p><a href="https://classroom.thenationalacademy/lessons/to-edit-a-biography-ctj32c">https://classroom.thenationalacademy/lessons/to-edit-a-biography-ctj32c</a></p> <p>Follow the online lesson and evaluate your biography against the success criteria and edit it. What improvements can you make?</p>   | <p><b>Literacy and SPaG</b><br/>WALT: Write the final draft of your biography.</p> <p>Now you have edited your work, write out a final draft, include all the corrections and improvements you made and write with your neatest handwriting. You can put your work on Purple Mash for me to mark or bring it into school when you come back.</p>  |

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| <p><b>Spellings</b><br/> <b>Year 5:</b> allowed, aloud, affect, effect, herd, heard, past passed, led, lead<br/> <b>Year 6:</b> Look at the Year 5/6 spelling list (it should be in your reading record - see below if not). Choose 10 words that you feel you need more time to practise spelling. Those are your spelling words this week!</p>   | <p><b>Spellings</b><br/> <b>Year 5:</b> Write sentences for each of your spelling words, pay close attention to the meaning of the word and make sure the sentence shows the difference in meaning between the two homophones.<br/> <b>Year 6:</b> Write sentences with you words, showing that you clearly understand the meaning of the word.</p>  | <p>remember the different types of weather? Complete the gap fill activity (on the slides or the worksheet). You can have a go at the other activities - challenge yourself to do the crossword!</p> <p><b>Spellings:</b><br/> <b>Year 5:</b> Try to find strategies to help you remember the different spellings - make sure you know the word class for example - how can you remember which is which?<br/> <b>Year 6:</b> Continue with your sentences from yesterday.</p> | <p><b>Spellings:</b><br/> <b>Year 5 and Year 6:</b> Practise your spelling words using the strategies you find most helpful (pyramid words, rainbow words, graffiti writing etc).</p>   | <p><b>Spellings:</b><br/> Ask an adult to help you and give you a spelling test!</p>   |
| <p style="text-align: center;"><b>PSHE</b></p> <p><b>WALT: Understand that some people can be exploited and made to do things that are against the law</b></p> <p>Today, you are going to be thinking about gangs. Plan to do this lesson with a trusted adult so you can talk together about the issues that are raised.</p> <p>Read the story below about Ava and Kiran. There are some questions in it to discuss with an adult. Once you have read it, underline or highlight in red the 'danger points' for Kiran. Then, in green, highlight the 'choice points' - a time when he could have taken action to help himself. Are any of them the same? Is a danger point also a choice point? Was his</p> | <p style="text-align: center;"><b>Science</b></p> <p><b>WALT: Explain how a bulb works in a circuit.</b></p> <p>Go to Purple Mash and complete the following activity:<br/> <a href="https://www.purplemash.com/#tab/pm-home/science/electricity">https://www.purplemash.com/#tab/pm-home/science/electricity</a></p> <p>Launch the app 'How a bulb works in a circuit' Follow the instructions and explain how a bulb works in each of the circuits shown. You will need to describe how each part of the circuit works to ensure the bulb works - and also discuss the brightness of the bulb or bulbs in each circuit. When you have finished, save your work so I can mark it!</p> | <p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Creating algorithms</b></p> <p>Use Purple Mash:<br/> <a href="https://www.purplemash.com/#tab/pm-home/computing/2logo">https://www.purplemash.com/#tab/pm-home/computing/2logo</a></p> <p>Go to 2Logo to learn how to create your own algorithms.</p>   | <p style="text-align: center;"><b>PE and Outdoor Learning</b></p> <p><b>PE - Linking jumps and throwing with a pulling action</b></p> <p><a href="https://classroom.thenational.academy/lessons/linking-jumps-and-throwing-with-a-pulling-action-64wk8e">https://classroom.thenational.academy/lessons/linking-jumps-and-throwing-with-a-pulling-action-64wk8e</a></p> <p>Continue with throwing and jumping.</p> <p><b>Outdoor Learning:</b></p> <p><b>Shadow Art</b><br/> <a href="https://www.itl.org.uk/resource/s/shadow-art/">https://www.itl.org.uk/resource/s/shadow-art/</a></p> <p>At different times of the day, place an object or objects outside in your garden and draw round them (using chalk on paving stones, string on grass or on paper, next to the object). At</p> | <p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>Salvation</b></p> <p><b>Why do Christians believe in the resurrection?</b></p> <p>Using the evidence you have gathered over the last few weeks (e.g. witness statements from key witnesses in the bible, quotes from Christians on the videos) and your planning from last week, write a report, explaining the evidence you have found with the title <b>'Why do Christians believe in the resurrection?'</b></p> <p>When writing your report, make sure it is in the past tense, third person and using formal language. Consider how you are going to report your witness statements - as direct or indirect speech. Try to answer</p> |

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| <p>conscience giving him messages he should have listened to?<br/>What advice would you give to Kiran?</p> |  |  | <p>the end of the day, look at the image/images you have made and see if you can make it into a piece of art. Take some photographs of it if you can!</p> | <p>the question in your report, suggesting why Christian's believe this, backed up by the evidence.</p> |
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Instructions for **Word of the Day** (For further information and guidance you can go to <https://vocabularyninja.co.uk/word-of-the-day/>):

1. How many syllables are in the word?
2. What word class is it?
3. What does it mean? Use a dictionary to help you.
4. Think of a sentence using the word - say it out loud.
5. How can you improve your sentence? Can you add further description or information? Can you alter the word order to make it sound more interesting?
6. Write your best sentence down.
7. What prefixes and/or suffixes can you use with the word (if any)? How do they change the meaning?
8. Can you think of any synonyms or antonyms?

On Friday, why not challenge yourself to write a paragraph using all the words of the day for this week? You can now also play games with Vocabulary Ninja! Here is the link for you to have a go! <https://games.vocabularyninja.co.uk/>

It was Kiran's twelfth birthday, not that he noticed much. Nobody particularly bothered about birthdays at home any more. If he was lucky, he might get a card from his Mum and she might bring a cake from the supermarket. There would definitely be no presents, Mum couldn't afford it.

At school Kiran met up with his friends as usual. Ava was showing off her new SMART watch. Kiran wondered how she had been able to afford it. Ava's Dad was out of work, and her family had even less money than his. Ava let Kiran have a go on the watch, she could even send texts on it. He imagined his Mum coming home with a watch like this just for him, but that was just a dream, and it would never happen.

Later that day Kiran asked Ava where she had got the money to buy the watch. She explained that she sometimes did jobs for a friend, and she said if Kiran wanted, she could introduce him.

*Ask the children what sort of jobs Ava might be doing to earn the money.*

A few days later Ava met Kiran after school and they walked together to the local shopping precinct. Ava told him to wait while she went up to a very smart SUV car and spoke to somebody inside. Kiran thought he saw her hand over some money and then get a package in return. She called Kiran over and introduced him to the driver of the car. The man, who was called Tyler, explained that to earn some money, all Kiran had to do was drop a package to an address that Tyler would give him. Kiran thought that sounded like an easy job but he had a strange feeling inside that something wasn't right. Despite feeling like this he agreed to meet Tyler the next day to collect the package and get the address for the delivery.

*Ask the children what they think might be in the packages that Ava and Kiran are being asked to deliver.*

*Ask the children why Kiran might be feeling strange about the job. What sort of thoughts and feelings might Kiran be experiencing at this point in the story? Is his conscience trying to tell him something?*

On the way home Kiran asked Ava if she knew what was in the packages. She said she didn't but something told him she was lying. All that evening Kiran thought about meeting up with Tyler the next day. At times he felt worried about it, but then he convinced himself that if Ava was OK there was no harm in it. He might also be able to give some extra cash to his Mum to help out if he did the job.

The next day after school, Kiran met Tyler. Tyler handed over a brown package and told Kiran to put it straight into his rucksack and not show anyone until he delivered it. There was definitely something not right about this. Tyler gave Kiran the address. It wasn't even in Kiran's home town, it was miles away. Kiran said that he didn't think he would be able to do the job, but Tyler said he was involved now and had no choice. There was something scary and threatening about the way Tyler spoke to him. Tyler handed Kiran more than enough money to buy the bus and train tickets he would need, but he was going to need to find a good excuse to tell his Mum. He wouldn't be home until 10pm at the earliest, even if he set off now.

After hours of travelling, Kiran found the address he needed to deliver to. A woman opened the door and she asked where the package was. Kiran gave it to her, and in return she handed him a bundle of money. Kiran had never seen so much cash all in one go. She told him to give the money to Tyler.

Kiran got home at 10.30pm and his Mum was furious just like he thought she would be. He said he had been out with friends and told her to mind her own business. He hated speaking to his Mum that way, but what else could he do? If he told her the truth, she would be even more angry.

After school the next day, Tyler's SUV was waiting in the usual spot. Kiran handed him the money. Tyler took out a few notes and gave them to Kiran. 'That's your payment, and there's more of that if you want it?' he said. Kiran couldn't believe his luck, there was more money than his Mum earned in a day. He nodded back to Tyler, and Tyler handed him a mobile phone. 'This is yours,' he said. 'When I call you, you come and find me and you'll get another package just like last time.'

Over the next few weeks Tyler called more and more often, and Kiran did more and more deliveries. He met more of Tyler's gang and did jobs for them too. He tried to blank out that he might be involved in something dangerous, it certainly felt that way. He had to lie to his Mum all the time, and sometimes he even needed to skip school, which he felt bad about. But when Tyler paid him, he stopped worrying about those things and just thought about everything he was able to afford now.

*Ask the children what they think and feel about the story now. Is Kiran doing the right thing?*

*What might he be involved with?*

One day, Kiran was delivering a package to an address that he had been to before, when he was approached by a group of men he didn't know. Before he realised what was happening, he was bundled into a car and driven off a few streets away. The men dragged him out of the car, took the package from his rucksack and opened it up. It was full of drugs. Kiran wasn't surprised, he had suspected this for a while. Tyler's gang all smelled of cannabis. The men pushed him roughly to the ground and said if he did any more work for Tyler, they would hurt him and his Mum, because they knew where they lived. They drove off with the drugs and left him at the roadside.

Tyler was angrier than ever when Kiran told him what had happened. 'You owe me now for all the drugs you lost. You'll need to do more jobs and you won't get paid until you've earned enough to pay me back. I don't care what those men said to you. You work for me now! Tell anyone about this and you'll be in even more trouble, they wouldn't believe you anyway.' Tyler drove away angrily.

Kiran was in trouble. What seemed like a good idea at first had spiralled out of control, and he didn't know what he was going to do about it. He felt alone, helpless and frightened. He didn't care about the money and some of the things he had bought with it. That didn't matter anymore. All he wanted was his old life back, where he didn't feel in danger and was just a normal teenager. He wished none of this had ever started.

*Have you got any suggestions that would help Kiran?*

*Could he have done anything earlier in the story to have helped himself?*

## Statutory word list for Years 5 and 6

|                          |                     |               |
|--------------------------|---------------------|---------------|
| accommodate              | equip (-ped, -ment) | programme     |
| accompany                | especially          | pronunciation |
| according                | exaggerate          | queue         |
| achieve                  | excellent           | recognise     |
| aggressive               | existence           | recommend     |
| amateur                  | explanation         | restaurant    |
| ancient                  | familiar            | rhyme         |
| apparent                 | foreign             | rhythm        |
| appreciate               | forty               | sacrifice     |
| attached                 | frequently          | secretary     |
| available                | government          | shoulder      |
| average                  | guarantee           | signature     |
| awkward                  | harass              | sincere(ly)   |
| bargain                  | hindrance           | soldier       |
| bruise                   | identity            | stomach       |
| category                 | immediately         | sufficient    |
| cemetery                 | interfere           | suggest       |
| committee                | interrupt           | symbol (h)    |
| communicate              | language            | system        |
| community                | leisure             | temperature   |
| competition              | lightning (h)       | thorough      |
| conscience               | marvellous          | twelfth       |
| conscious                | mischievous         | variety       |
| controversy              | muscle (h)          | vegetable     |
| convenience              | necessary           | vehicle       |
| correspond               | neighbour           | yacht         |
| criticise (critic + ise) | nuisance            |               |
| curiosity                | occupy              |               |
| definite                 | occur               |               |
| desperate                | opportunity         |               |
| determined               | parliament          |               |
| develop                  | persuade            |               |
| dictionary               | physical            |               |
| disastrous               | prejudice           |               |
| embarrass                | privilege           |               |
| environment              | profession          |               |